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To Every Man His Chance: A Program Guide (1968-1969)

President's Committee on Employment of the Physically Handicapped, Washington, D.C.

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The successes of six handicapped adults are related; the incidence of disability and the problems of employment are presented. Methods of organizing to promote job opportunities are explained, and the following major projects for volunteer committees are reviewed in terms of the current state of affairs and what can be done: projects on architectural barriers, education, mentally restored, mentally retarded, rural areas, severely handicapped, survey contest, publicity, and women's organizations. Listings are provided of available publications, films, and exhibits, and of involved committees and agencies. (JD)

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TO EVERY MAN HIS CHANCE



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A PROGRAM GUIDE 1968 · 1969

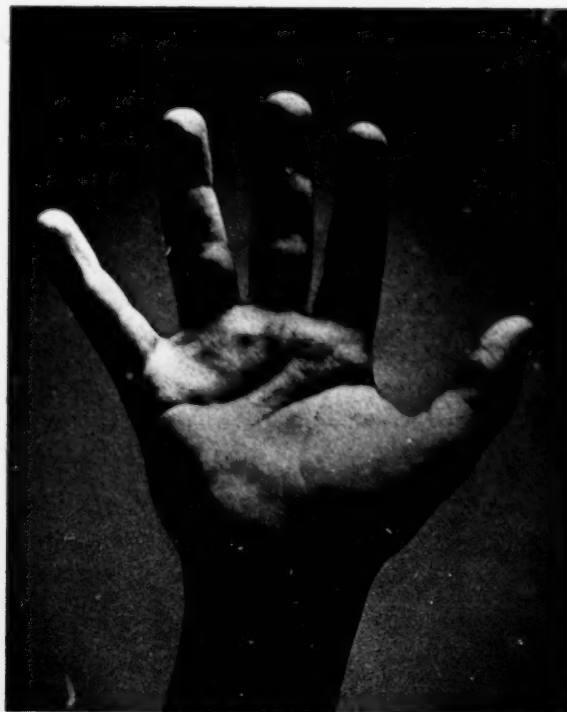
THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
WASHINGTON, D.C.

OBJECTIVES 1968-1969

- To concentrate our efforts in behalf of the more seriously physically and mentally handicapped of our land who could work if they had a chance.
- To strengthen existing local Committees on Employment of the Handicapped, and to create new ones to meet community needs.
- To move ahead in bold new directions, aiming for new heights of achievement—since so much remains to be done for so many.

Cover art designed by Richard Avedon and Bea Feitler

TO EVERY MAN HIS CHANCE



A PROGRAM GUIDE 1968 • 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF
THE HANDICAPPED • WASHINGTON, D.C. 20210

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Foreword

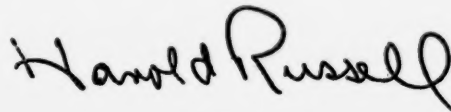
This Program Guide is made up of bold dreams and practical actions.

Together, they can lead to new hope for all the handicapped of our land.

We need to dream. And we need to act.

This Program Guide can help us—if we use it. Only our action will make these dreams come true.

May success mark our efforts.

A handwritten signature in dark ink, reading "Harold Russell". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

HAROLD RUSSELL
Chairman



THE REACHABLE DREAM

"To every man his chance. To every man, regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself and to become whatever things his manhood and his vision can combine to make him."

—THOMAS WOLFE

To every man.
To the handicapped, too.

★ ★ ★ ★

Golden Chance—Case I

Dawn in the majestic forest of ponderosa pine in the great Northwest. Pearly mist hides the tops of trees. Birds begin to twitter. In a battered trailer in a clearing a dozen men are stirring. They have been here 2 weeks, planting young new trees where old ones had been cut down.

One lanky youth yawns and slowly gets up. His movements are almost dreamlike. He eats breakfast with the others but takes no part in the happy banter. Then off they go, fanning out into the woods, hauling young trees for planting.

The young man goes off in his own direction. He spies a likely spot where the sun streams in. With a power auger he burrows into the soil. His slow movements suddenly grow animated as he takes a young tree, roots wrapped in burlap, and gently and surely places it in the hole. He tamps soil around it.

"There," he mutters half aloud, as though speaking to the tree, "I wonder what you'll look like 50 years from now?"

This is the first job of his young life. He is mentally retarded. Raised in the city slums, the metropolitan hubbub overwhelmed him. He withdrew into a frightened shell. In the tall quiet forests, he has become a new man. The trees, his friends, have given him stature.

The forest has given him his right to live, to work, to be himself.



Golden Chance—Case II

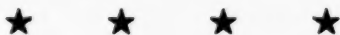
His face is strong, rugged, intelligent. His steel-gray hair is clipped close. His language is impeccable, not just English but half a dozen foreign tongues as well.

He is an English professor. He is director of a department of English for foreign students at a New England university. During his 15 years there, he has taught students from 92 foreign countries.

He cannot walk. There are times when he can barely use his arms. He has multiple sclerosis. Even with a motorized wheelchair, the matter of moving from place to place, from classroom to classroom, can pose difficult problems. Getting from home to school each day can be a major exercise in logistics.

But once he is behind his desk in front of the class, once he begins to speak, the students forget the physical side of him. They forget the wheelchair. They forget the useless legs. All they know is the keen, driving intellect; the incisive wit; the forceful voice. This is a world of mind, not body. This is the professor's world.

The classroom has given him his right to live, to work, to be himself.



Golden Chance—Case III

He is a bricklayer with a construction firm in a Midwestern city. He has been laying brick for 16 years, the past 8 with the same company.

He gets a deep inner satisfaction out of his work—out of seeing a wall slowly take form in front of his eyes; out of seeing a finished building and knowing that his hands, his sweat, and his heart were a part of it.

He doesn't like to think about what happened before 18 years ago. He had been in World War II, a combat pilot. His plane was shot down. He was taken captive and was a prisoner of war for almost 2 years. Torture, pain, blackness, hunger, terror, a 2-year nightmare. Freed after the war, he returned home. But the nightmare persisted. It became more real than his home, his family, his life. He entered a Veterans Administration mental hospital. He stayed there several years.

Slowly and painfully he found his way back to reality. After he left the

hospital he studied bricklaying under the VA's program of vocational rehabilitation training. Bricklaying became his balancing wheel.

He still has times of tension, but he finds peace in his work, watching the walls slowly rise.

Bricks and mortar have given him his right to live, to work, to be himself.



Golden Chance—Case IV

His arms and legs are completely paralyzed. He has some movement—not much—in his left arm. Paralytic polio struck him 16 years ago. For months he hung between life and death.

But his will was undamaged. He studied accounting by correspondence. He typed his assignments, letter by letter, using a cigarette holder between his teeth. He received his diploma in one-third the time it takes other students.

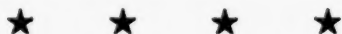
He went in business for himself in his hometown of Duluth, Minn. His first enterprise was a nonprofit firm, staffed entirely by the handicapped, which furnished secretarial and accounting services to local businesses. Then came a hospital supply company. Then an ambulance firm. Then a property management organization. Then a data processing business.

All these he has managed from his wheelchair. All have prospered.

But these have not been enough for him. He realized what really counted was not what his community could do for him but what he could do for his community. He became active in civic affairs. He has headed scores of community committees, organizations, and projects. "Duluth is a better place because he lives here," many have said.

Recognition has come to this man, Max C. Rheinberger, Jr., of Duluth, Minn. He has been named Handicapped American of the Year by the President's Committee.

His driving will has given him his right to live, to work, to be himself.



Golden Chance—Case V

Her high school principal told her that she would never get a college scholarship because she was not mobile enough to become an accountant—her chosen field.

A noted New York physician told her that she would never get through college as she would never be able to get from class to class on time.

The same doctor warned her that even if she could finish college, she would not be able to get—and hold—a job as an accountant.

Today she is a college graduate and a working Certified Public Accountant.

Born with cerebral palsy, she was confined to a wheelchair until the age of 15 when she learned to walk independently with the use of crutches.

"I have managed quite nicely to stay employed. Job hunting, on crutches, wasn't easy. Some employers looked at me, embarrassed. Others mumbled excuses. But some had an open mind and gave me a chance to prove myself. Once past this barrier, there was no further problem."

She has even learned to drive a car. Turned down by several professional driving schools, a handicapped friend taught her to drive.

"Experience has taught me one simple truth: No one can really judge what you can do except yourself. No one can tell you that you cannot do something unless you yourself admit that you can't."

Her refusal to buckle under the prejudgments of others has given her the right to live, to work, to be herself.



Golden Chance—Case VI

Viet Nam. March 1967. A young Marine on patrol deep in enemy territory.

A land mine is accidentally tripped, and the young Marine receives the full force of the blast on his right side.

Today, slightly over a year later, this same young man is leading a normal life—although he has no eye, ear, arm below the elbow, or leg below the knee on his right side.

He has learned to open doors, drive a car, dance, fish, hunt, play golf, trap and skeet shoot, water ski, and use tools with his new appliances.

Although he still carries 21½ pounds of enemy lead in his body, this young man is fiercely determined to have a long, useful and productive life.

He has been accepted at Sacramento State College where he plans to study hospital administration. Until classes start, he's working full time at a busy department store—meeting the public daily—and determined to help pay his own way through school.

Medical progress and rehabilitation have given him his right to live, to work, to be himself.



What We Want

We want an equal chance for all people, no matter how severely handicapped.

We want an equal chance for all the handicapped and not for just some of the handicapped.

This is what we want for America, the land of equality.

This means instilling hope in the hearts of all the handicapped—those with serious disabilities particularly—so they will gain the motivation to prepare for jobs and to look for jobs.

This means doing all we can to eliminate the barriers, no matter what they

may be, that stand in the way of full equality for the handicapped. Barriers of attitude, barriers of architecture, barriers of transportation, barriers of employment policies, barriers of pre-employment physical and mental exams, barriers of rejection—all these and more can come tumbling down through our efforts.

What We Can Do

Individually we can do many things. But organized with others, we can bring about miracles.

Cooperative action—your own action multiplied by the actions of others—can be the key to victory in our striving for equality for the handicapped.

Cooperative action—by architects, builders, city planners, voluntary organizations, others—can help our cities rid themselves of architectural and transportation barriers that impede the handicapped.

Cooperative action—by educators, unions, service groups, others—can build successful “Ability Counts” survey contests in our high schools, acquainting thousands of young people with lifelong concepts regarding the handicapped.

Cooperative action—by businessmen, labor leaders, community organizations, many others—can help build thriving sheltered workshops to prepare the handicapped for lives of usefulness.

Cooperative action—groups of many kinds working together—can do much, much more.

Governors’ and local Committees on Employment of the Handicapped can serve as focal points for cooperative action.

This Program Guide suggests the ways.



THE HUMAN DIMENSIONS

Numbers

There are more than 18 million adults in America with physical handicaps severe enough to limit in some way their ability to work, according to a new survey by the Social Security Administration.

Of the 18 million . . .

- Six million are so severely disabled that they are unable to work at all or, at best, can work part time.
- Five million are occupationally disabled; their handicaps are serious enough to interfere with the kind of work they can do.
- Nearly 7 million have less severe disabilities; they can work full time but their handicaps limit them somewhat.

There are more than 19 million people who have mental or emotional disorders severe enough to need psychiatric care, says the National Association for Mental Health.

Mental patients fill more hospital beds in America than all other types of patients combined. The length of stay has been reduced dramatically over the past few years because of new drugs and new therapies. A mere 2 decades ago, the average stay was measured in years; now it is measured in months.

Yet mental illness costs the United States more than \$20 billion each year—\$4 billion in treatment and \$15.5 billion in decreased productivity (wages and incomes lost by people unable to work because of their mental conditions).

There are nearly 6 million persons who are mentally retarded in this country, estimates the National Association for Retarded Children.

Only 1 in 10 is so severely retarded as to need constant care. The rest are

more mildly retarded. With proper training and rehabilitation, most of them can work.

Employment vs. Unemployment

There is more unemployment among the handicapped than there should be. But it's not just a matter of offering them jobs with the invitation: "Here's a job for you. Now go to work."

Many of them need training. Many need prosthetic appliances or rehabilitation services of various kinds. Many need help in overcoming transportation and architectural barriers.

And many need hope.

They have been out of work for so long they have given up looking. They have dropped out of the labor market. They don't even count among the unemployed any more.

Here are some clues to the scope of the problem:

- More than 500,000 handicapped men and women apply for jobs at local public employment offices each year. Yet only 300,000 placements are made (in many cases, people were placed more than once). This means at least 200,000 were not helped by the employment offices. Did they find work anyhow? Are they out of work? Nobody knows.
- The Social Security Administration survey showed that at least 1 million handicapped men and women able to work if they had the chance were either unemployed or not in the labor force. What would it take to give them the chance? Training? Understanding? Tolerance? All these things?
- The Bureau of Labor Statistics took a close look at men not in the labor force because of disability. What prevented them from seeking employment? What kind of special arrangements would they need in order to work? The answers:

<i>Needs</i>	<i>Percentage</i>
Light work only.....	82
Help in getting to work.....	30
Eyeglasses, hearing aids, etc.....	15
Ramps, special equipment.....	12
Braces, prosthetics.....	7
Other (no standing, etc.).....	15

- The Labor Department and Selective Service System made a study of young men turned down for the draft because of low intelligence. Many, of course, were mentally retarded. Their unemployment rate was three times higher than the rate of other young men in the same age brackets.

The Poor vs. the Rest

The Manpower Report of the President has found the incidence of disability to be much higher among the poor than among the rest of the American population. Of those adults under 45 years of age (prime working years),

5.6 percent with incomes under \$3,000 were handicapped; yet only 2 percent with incomes over \$7,000 a year were handicapped.

For the poor, the chances of suffering a disability are almost three times higher than for the rest of the population.

The poor deserve the same chance to work—and to train for work—as all the other citizens of our land.

The Ones

We are not dealing with massive statistics. We are dealing with people.

Every handicapped person out of work because of his disability represents dashed hopes, despair, discouragement, all the other human emotions of frustration.

Every handicapped person usefully employed in spite of his disability represents renewed hopes, self-fulfillment, a healthy outlook on life, all the other characteristics that add up to a sound America.

The choice is clear.



ORGANIZE, ORGANIZE

Organize.

That's the key to action in promoting job opportunities for the handicapped.

To organize means to work together with a definite objective and plan. To organize means to pool our strengths.

Local Committees

Every State in the Union has a Governor's Committee on Employment of the Handicapped. The function of these Committees is to develop a climate of acceptance of the handicapped throughout the State.

But not every town and city has a local Committee on Employment of the Handicapped. Local Committees can be the frontline troops in the fight for equality for the handicapped. The local level is where the jobs are, where the employers are, where the handicapped are.

Governors' Committees recently were asked to estimate the need for local Committees in their respective States. Here is what they reported:

At present, there is need for 1,291 local Committees throughout the United States. There are in existence 736 local Committees. There is need for 555 more.

The task of organizing local Committees is 57 percent done. For every local Committee in operation, there ought to be two. Plenty of work to be done.

Evidence

California once studied the records of placements of handicapped workers made by local offices of the State Employment Services. Some of the offices

were in communities with active local Committees. Other offices were in communities without Committees.

The local offices in communities with Committees averaged 25.8 percent more handicapped placements than the offices in communities without Committees.

Real evidence of the value of local Committees.

How To Organize A Committee

A local Committee should represent all segments of the community. It should operate all year long—and not just once a year during National Employ the Physically Handicapped Week.

It should include groups such as these:

BUSINESS AND INDUSTRY—You want to reach the employers of your community, so employers obviously should be represented on your Committee. They determine hiring policies; they do the hiring; they should be on the team.

LABOR UNIONS—After a handicapped worker is hired, will he be accepted by his fellow workers? Organized labor can help build employee acceptance. It also can encourage disabled workers to make use of community rehabilitation resources.

MEDIA—Publicity helps build a climate of acceptance for the handicapped. Representatives of mass media—newspapers, radio, television, motion pictures, direct mail, all the rest—should be aboard.

WOMEN'S GROUPS—Women's organizations can add strength and vigor to all the activities of the Committee. Womanpower can be a potent force; use it.

VETERANS ORGANIZATIONS—Veterans' posts, usually well organized, can give you plenty of support. They are particularly valuable in helping to develop job opportunities for disabled veterans.

EDUCATORS—From grade school through college, educators have a role to play in your efforts—by promoting the "Ability Counts" survey contest in high schools; by eliminating architectural barriers against the handicapped in school buildings; by encouraging the employment of handicapped school teachers; by encouraging young people to enter careers in rehabilitation.

HEALTH AND WELFARE GROUPS—You need the support of organizations such as the local Society for Crippled Children and Adults; mental health and retarded children's associations; associations for the deaf, the blind, multiple sclerosis, cerebral palsy and other specific disabilities; Goodwill Industries; American Red Cross; others.

RELIGIOUS GROUPS—Ministers, priests, and rabbis can make valuable contributions by stressing equality for the handicapped in their sermons, and by their active roles in community affairs.

COMMUNITY ORGANIZATIONS—Civitan, Kiwanis, Rotary, Lions, Chambers of Commerce, Jaycees, Urban League and other local organizations (made up largely of employers, by the way) should be called upon to serve. Most already have an active interest in the handicapped.

GOVERNMENT AGENCIES—Be sure to include the agencies directly concerned with the handicapped: the State Division of Vocational Rehabilitation, Agencies for the Blind, State Employment Service, Veterans' Employment Services, Veterans' Administration, others.

After Organization, What?

Don't just organize for the sake of organizing. Bring into the Committee just those groups needed to do the job that has to be done. This varies from community to community. At least at first, keep the Committee small. It can grow as needs grow.

First step should be an organizational meeting to get things off to a rousing start.

Then should come a calendar of year-round activities that keeps the Committee active at least most of the year. The calendar should be flexible enough to be adaptable to changing needs.

Then should come action—something going on nearly every month of the year, with a heightened period of activity during National Employ the Physically Handicapped Week, the first full week in October.

Areas of action are described on the pages which follow.



PROJECTS FOR ACTION

Following are some of the major projects for volunteer Committees that add up to broader opportunities for the handicapped.

These projects approach the problem from many sides. They call upon the efforts of people with a wide diversity of interests.

They all contribute to independence for the handicapped. They all build hope. They all depend on action.

Architectural Barriers

Current State of Affairs:

America has taken many steps to eliminate architectural barriers against the handicapped. Thirty-seven States have passed laws requiring that all buildings constructed with public funds be accessible to the handicapped. Buildings built or leased with Federal funds have similar requirements. Ninety-five cities and 42 counties report local efforts to eliminate barriers.

Just a few years ago there wasn't a single college completely accessible to the handicapped. Today there are at least a dozen.

Progress, yes. But also room for much more.

A report by the National Commission on Architectural Barriers disclosed that only one-third of America's architects had ever heard about American Standards Association specifications for making buildings accessible; not a single school of architecture mentions the problem; not one of the four national model building codes in existence mentions architectural barriers; a national public opinion poll showed that 89 percent of citizens didn't know whether anyone in the community was working on the problem.

In sum, there isn't enough public awareness and there isn't enough public action.

What Can Be Done:

The National Commission's report contains a number of recommendations that call for local volunteer action (Committees on Employment of the Handicapped in cooperation with State and local Easter Seal Societies and other voluntary organizations):

- A large-scale public education campaign. This can include publicity in the mass media; scheduling of the subject of architectural barriers at meetings of civic, fraternal, cultural, union, business and other groups; articles and editorials in trade and professional journals that reach opinion-molders and decisionmakers.
- More community directories for the handicapped. First step would be a local survey of all buildings to see which can be used by the handicapped. Next step would be publication of a handy guide.
- "Watchdog" activities. There should be a working group of contractors and architects to check on newly planned construction so that early consideration can be given to elimination of barriers.

Education

Current State of Affairs:

Many school districts in the United States still have rigid physical requirements for school teachers. A handicapped teacher, no matter how well qualified, may be hard pressed to find an opening.

At the request of the President's Committee, a number of national associations have adopted resolutions urging equal consideration for the handicapped.

They are: American Association of School Personnel Administrators; Association for School, College and University Staffing; American Vocational Association; American Federation of Teachers; National Association of State Directors of Special Education; American Association on Mental Deficiency; American Speech and Hearing Association; Council for Exceptional Children; Blinded Veterans' Association.

This resolution by the American Federation of Teachers is typical:

"The American Federation of Teachers recognizes the need for competent, qualified educators to meet the growing demands of society in the educational system and pledges support to fulfill this need by establishing a policy to promote and encourage the employment of all persons prepared and qualified to teach without reference to physical limitations . . ."

What Can Be Done:

What about the physical requirements for school teachers in your own school districts? Do the handicapped have an equal chance? What about the handicapped waiting to prepare for teaching careers? Can they?

First step for a local Committee is to obtain the answers to these important questions.

Then, if there is need for action, the Committee can start to move. The school superintendent and the school board should be its first points of contact. If they know that the community as represented by your Committee is behind this effort, there may be some healthy changes made.

But they need to be made aware of the problem. The local Committee can make them aware.

Mentally Restored

Current State of Affairs:

The years have witnessed dramatic improvements in the treatment and rehabilitation of the mentally ill. Because of modern drugs and therapies, the average length of hospital stay has dropped to a matter of months from a previous matter of years. Many mental patients never even see the inside of a hospital; they are treated in their own communities in clinics and centers. Rehabilitation of the mentally ill has moved forward faster in the years since World War II than of any other single category of the disabled—a nineteen-fold increase (1,400 in 1945 to 27,000 in 1967) compared with a fourfold increase for all rehabilitations.

Yet it's doubtful that public acceptance of the mentally restored has kept pace.

Of those rehabilitated, 79 percent have found jobs—a hopeful record, but one that could be improved in light of America's total employment rate of 96 percent. Veterans' Administration once studied the records of 2,000 former mental patients and found that 70 percent, or 1,400, were employed. The 30 percent rate of joblessness is a matter of deep concern.

Yet the facts are that the mentally restored have established excellent employment records. A VA study revealed exceptionally high degrees of job stability and motivation.

What Can Be Done:

Local Committees can help build greater acceptance of the mentally restored through projects that bring local businessmen and mental hospitals closer together. The key to success can be: employer involvement.

One mental hospital, for example, holds a monthly "open house" for employers. Here, they can tour the grounds, chat with patients and staff—and see for themselves that the mentally ill are not very much different from the rest of society.

At another hospital, leading employers meet each month with a group of patients about to be discharged. The employers give patients advice on where to look for work, how to look, how to get along in the world of industry. Quite often, the employers at the meetings offer jobs to patients.

These activities involving employers may vary in pattern, but they have one thing in common. They give employers the chance to see mental patients as they really are—human beings with talents and abilities who deserve the chance to work.

Mentally Retarded

Current State of Affairs:

In growing numbers, the employers of America are turning to the mentally retarded as a new source of manpower for lesser skilled jobs in business and industry.

The reason is that it has become increasingly difficult to recruit good workers for these jobs. One laundry owner recently complained that he had hired 100 people in a single year to keep 10 jobs filled. A restaurant owner noted that absenteeism is so great that he has had to curtail his hours.

Properly trained and placed, the mentally retarded have been performing satisfactorily—and in many cases in an outstanding manner—in lesser skilled occupations. For example, the Institute of Industrial Launderers said that only 1.1 percent of retarded employees working in laundries were absent from work 3 days or more last year. The absentee rate of nonretarded laundry workers has been running 30 percent.

Yet two major problems exist.

First, in some communities there aren't enough training facilities—special education classes, sheltered workshops, occupational training centers, etc.—to prepare all the retarded young people who could benefit from work preparation. The retarded do need sufficient preparation in order to work.

And second, in a large number of areas employers still are not aware of the potentialities of the mentally retarded. They need to be informed about this fine source of manpower.

What Can Be Done:

Local Committees in communities with sheltered workshops can help promote more contracts with local businesses. The busier the workshop, the more training it can give to retarded people.

In communities without workshops, local Committees can spearhead action to establish them if the facts show there's a need. Local Committees are well suited to take the initiative, since they represent cross sections of the community.

To promote jobs for the mentally retarded, local committees can do many things: nominate employers for "Employer of the Year" awards cosponsored by the National Association for Retarded Children and the President's Committee; hold employer conferences to discuss the utilization of unskilled manpower with particular reference to the retarded; publicize the achievements

of the retarded themselves; publicize companies successfully hiring the retarded; cooperate with local Associations for Retarded Children, sheltered workshops and others in doing whatever is needed to spread the word.

The community needs to be reminded that the mentally retarded have ability. Local Committees can do the reminding.

Rural Areas

Current State of Affairs:

What happens to the handicapped in the rural areas of America?

Resources for their rehabilitation and training may be many miles away. Transportation can be a big problem. If the handicapped person can't drive, he is dependent on whatever limited public transportation might exist.

Opportunities for employment are severely restricted. If he no longer can work on the farm, what can he do? The choice of jobs in the city is many times greater than the choice of jobs on the farm.

Further, the handicapped and their families in rural areas may not even be aware of the help that's available. They need to know about rehabilitation in the first place, in order to make the effort to get it.

Yet there are many rural services that could be adapted to the needs of the handicapped. The Extension Service of the Department of Agriculture can furnish information about rehabilitation services to the handicapped; the Farmers' Home Administration can give farm loans and management advice; vocational agriculture and vocational home economics departments of rural schools can train the handicapped. Other public and private organizations also can help.

What Can Be Done:

Governors' Committees can organize rural area Subcommittees made up of State directors of agricultural, rehabilitation, employment, and welfare services. These Subcommittees can spearhead the establishment of special programs in the rural counties of the State.

Focal points of the county programs can be Technical Action Panels, made up of public and private agricultural agencies concerned with the economic and cultural well being of rural areas. The Panels are in operation in some 3,000 rural counties, and with their help, county committees should be formed to assist the handicapped. Among their functions would be these:

To compile a list of local facilities available for rehabilitation and training of the handicapped; to identify local jobs suitable to the handicapped; to promote self-employment of the handicapped on farms or in businesses; to attempt to identify the handicapped themselves within the county; to build an awareness of the needs of the handicapped in their efforts to gain independence.

Pilot projects now are under way in three States. Yet there's no reason why similar projects shouldn't be developed wherever they are needed.

Severely Handicapped

Current State of Affairs:

Men and women with more severe physical handicaps face more than their fair share of unemployment in America, even in these days of record high employment. The numbers:

The blind: 150,000 of working age; 50,000 employed.

Paraplegics: 60,000 of working age; 47 percent employed.

Epileptics: 400,000 of working age. Unemployment rate between 15 and 25 percent.

Cerebral palsy: 200,000 of working age; a handful employed.

Of the severely handicapped who hold jobs, many are employed far beneath their real capacities. Many of the unemployed have become so discouraged they dropped out of the labor market; they have stopped looking for jobs; they aren't even counted as unemployed any longer.

In cooperation with voluntary health agencies, the President's Committee has been concentrating its promotional efforts in behalf of those with more serious handicaps. For instance, it has just entered into a 3-year campaign with the National Multiple Sclerosis Society to promote jobs for persons with multiple sclerosis. Similar campaigns with other voluntary health agencies are in the offing.

What Can Be Done:

Local Committees can take the first steps by getting in touch with local organizations representing the severely handicapped and together mapping out a joint plan of action.

The plan should have three parts: (a) a campaign directed toward employers, urging them to hire; (b) a campaign directed to handicapped persons themselves, urging them to prepare for jobs and actively to look for jobs; (c) a campaign aimed at professional workers, encouraging them to refer handicapped persons for rehabilitation services.

Many things can be done to achieve these goals. Case histories of successfully employed men and women with severe handicaps can be publicized—not just in daily newspapers but in employers' publications as well. Employers who have made special efforts to hire the severely handicapped can be honored. Handicapped persons themselves can be given suitable recognition. Panels on employment of the severely handicapped can be arranged for local meetings of rehabilitation specialists and other professionals. Voluntary or-

ganizations can produce material for their members, giving them a more optimistic outlook about their chances for work.

All these activities together can help build community awareness. Community awareness can be one of the most vital first steps toward community acceptance.

Local Committees can point the way.

Survey Contest

Curent State of Affairs:

Barry Meyers, 17, a high school student in Palm Springs, Calif., wanted to learn what his community's businessmen thought about hiring the handicapped, so he conducted a single-handed survey.

"Almost every day after school," he wrote, "I went into the main business district and passed out my questionnaire to nearly every store. Entering a store, I would ask for the manager and explain the purpose of my survey. I would wait a week or longer for him to complete the questionnaire. Often I would call at a store up to five times to collect it. Altogether I distributed 165 forms and I had a 56 percent return."

He found that: almost half the business people had employed the handicapped at some time or another; 91 percent rated them as good workers; 74 percent did not feel the handicapped were a safety risk; 100 percent agreed that "It's Ability that Counts—Not Disability."

Barry Meyers wrote up his survey and submitted it in last year's "Ability Counts" nationwide survey contest. He was national winner. He was brought to Washington, along with all the other State winners, where he was presented his award by Vice President Hubert H. Humphrey.

Each year this contest gives tens of thousands of high school students a first-hand look at what their communities are doing to improve opportunities for the handicapped. They will never forget their experiences—not even after they grow up and take on their roles as community leaders, employers, policymakers.

What Can Be Done:

Success of this contest rests in the leadership of the local Committee in mobilizing all segments of the community in a single endeavor. It takes volunteers to run a successful contest—to distribute contest material to the schools, to arrange the mechanics of the contest, to encourage full participation, to judge the entries, to enlist the support of donors for local prizes.

The 1969 theme is "What Every Employer Should Know About Handicapped Workers." Top prize winners in each State are brought to Washington by the AFL-CIO State Federations and Councils. The Disabled American Veterans contributes \$2,500 in cash prizes to the five national winners.

It's a worthy contest. It needs effort, and plenty of it, by local Committees. The results are well worth the effort.

Publicity

Current State of Affairs:

The elimination of architectural barriers . . . the promotion of jobs in school systems . . . the development of more opportunities for the mentally restored . . . informing employers about the work capabilities of the mentally retarded . . . urging the employment of the severely physically handicapped . . . conducting the "Ability Counts" survey contest in high schools—all these activities have publicity as their life's blood. Publicity can help them succeed.

Publicity is the way we reach the minds of the community. Publicity is the way we spread our message, the way we arouse people to action.

Publicity is far more than any single effort. It is more than a single newspaper story; a single spot announcement on the air; a single car card; a single exhibit in a store window.

Publicity is the sum total of all these individual items. The individual items alone cannot sway the minds of people. The sum total of them all can do the job.

Publicity must never end. It must go on throughout the year. It should reach a peak of intensity during National Employ the Physically Handicapped Week, the first full week in October each year. This is our period of "visibility," our period to make a resounding impact across the face of the land.

What Can Be Done:

The local Committee should have a strong publicity subcommittee aboard, made up of professional public relations and media people. This subcommittee can furnish proper guidance.

Newspaper stories are not difficult to develop. Case histories of handicapped workers making good on the job; employers with outstanding records of hiring the handicapped; award winners; statistics of handicapped placements; speeches by national or local personalities—these are the raw material of newspaper publicity.

Radio and television material comes to Governors' Committees regularly from the Veterans' Administration in cooperation with the National Association of Broadcasters. Local Committees need to distribute the material to stations in their areas—and urge its use.

Exhibits are fine for reaching specific audiences. The President's Committee has a limited number. Governors' Committees may have exhibits of their own. They should be scheduled frequently.

Magazines are fine outlets for publicity. In each State there are employer and employee magazines which go to the people you mostly want to reach. National magazine publicity is handled by the President's Committee, but it welcomes tips on likely stories.

Women's Organizations

Current State of Affairs:

In many towns, women's organizations are the guiding force behind "Ability Counts" survey contests. In other towns, women's organizations have taken the lead in the elimination of architectural barriers—by surveying public buildings as to their accessibility to the handicapped, by publishing guides for the handicapped, by working with builders and architects, by doing whatever needs to be done. In still other towns, women's organizations have developed special programs for handicapped homemakers, to enable them to function more independently about the house in spite of their handicaps.

Women's organizations can add spark and drive to all programs of local Committees. They can enhance the effectiveness of local Committees. They can help build full awareness of the handicapped.

What Can Be Done:

The local Committee should be sure to involve leading women's organizations in its affairs. It should make use of womanpower in all of its many-sided activities. Womanpower can bring success.

Women's organizations are willing to serve.

The President's Committee recently surveyed these organizations and found that Altrusa International includes employment of the handicapped as part of its overall program; Pilot Club International concentrates on architectural barriers; Junior Leagues of America is heavily involved in projects serving the handicapped; B'nai B'rith Women furnishes all sorts of services to the handicapped; Zonta International has been concentrating on the blind and on architectural barriers; the General Federation of Women's Clubs has been a strong supporter of all President's Committee efforts from architectural barriers to survey contests.

The list could go on for pages. This gives at least some indication of the deep interest of women's organizations in the affairs of the handicapped.

Local Committees need merely ask them to serve.



TO DREAM . . .

Dare we dream of a day when in fact all men and all women will be considered equal? When it will be a universally accepted commonplace that all—yes, all—have been endowed with the rights to life, to liberty, and to the pursuit of happiness?

Dare we dream of a day when the measure of a human being will be his abilities and capacities to contribute to life around him, without regard to the fact that he may have a physical or a mental handicap?

Dare we dream?

Yes, yes, yes.

Yes, we not only dare dream such dreams, but we must dream them.

For our dreams point the way for our efforts. Our dreams are our goals—and, together, we know we can reach them.

We have a long way to go to achieve the words of Thomas Wolfe:

"To every man his chance. To every man, regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself and to become whatever things his manhood and his vision can combine to make him."

Together, we shall move closer, ever closer . . .

Available Publications*

The President's Committee has a limited supply of pamphlets. Others may be obtained from the addresses given below. Remember that you may adapt the material to your own locality and reproduce it yourself. A local approach always is most effective. Be sure to include a local office address and telephone number.

ANNUAL MEETING MINUTES (PCEH)—1968.

APPLICATION FOR EMPLOYMENT: TO AMERICAN INDUSTRY FROM THE PHYSICALLY HANDICAPPED. In this booklet, employers show that hiring the handicapped makes good business sense. Illustrates employees at work for firms which have successfully employed the handicapped, such as IBM, AT&T, GM, and many others.

ARTWORK TO PROMOTE EMPLOYMENT OF THE HANDICAPPED. Usable pattern artwork which may be clipped and reproduced.

AWARDS AND RECOGNITION. Describes in detail the awards program of the President's Committee.

EMPLOYMENT ASSISTANCE FOR THE HANDICAPPED. A directory of Federal and State programs to help the handicapped to employment.

GUIDE TO JOB PLACEMENT OF THE MENTALLY RESTORED. By Dorothy Barclay Thompson. Techniques on proper placement of former mental patients.

GUIDE TO JOB PLACEMENT OF THE MENTALLY RETARDED. Practical guidebook on the "how" of placing the retarded in jobs.

GUIDE TO THE NATIONAL PARKS AND MONUMENTS FOR HANDICAPPED TOURISTS. A convenient guide for tourists with physical limitations to plan their trips and visits to the national parks and monuments.

HOMEMAKER REHABILITATION. A selected bibliography for the layman and for professional staff in health and welfare. (Other material also available on handicapped homemaker.)

HOW TO GET A JOB. Written for the mentally retarded themselves, the guide gives tips on how to find and keep the right job.

PROJECT EARNING POWER.

TEACHER'S MANUAL TO ACCOMPANY HOW TO GET A JOB. Booklet gives suggestions to teachers on how to introduce "How To Get A Job" into classroom curriculum.

*Unless otherwise indicated, these are available from the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

THEY RETURN TO WORK. The job adjustment of psychiatrically disabled veterans. A Veterans Administration study of the job experience of 1,400 ex-mental patients.

THIS IS THE PRESIDENT'S COMMITTEE. Organization, membership, and purpose of the President's Committee.

WORKING TOGETHER . . . THE KEY TO JOBS FOR THE HANDICAPPED. An AFL-CIO guide for union-management action to provide job equality for handicapped workers. (Revised 1967.)

SMALL PAMPHLETS

Architectural Barriers

Various leaflets and reprints to stimulate community interest in eliminating architectural barriers.

Bibliographies

A JOB AND INDEPENDENCE. A reading list for handicapped individuals.

THE HANDICAPPED AND INDUSTRY. A reading list for employers.

Mentally Handicapped

MANPOWER PROBLEMS? A message to employers on why hiring the mentally restored should be considered.

MEMO TO EMPLOYERS . . . How the Retarded Are Trained for You. Describes special schooling and vocational training that prepares the retarded for employment.

MEMO TO PSYCHIATRISTS—Jobs and the Mentally Restored. Acquaints psychiatrists with State and local facilities which provide vocational training and placement of the mentally restored.

SO YOU'RE GOING TO HIRE THE MENTALLY RETARDED and SO YOU'RE GOING TO HIRE THE MENTALLY RESTORED. Two fliers giving tips for employers who are about to hire the mentally retarded or mentally restored.

WASTED ASSETS? Describes seven volunteer community programs that provide guidance and assistance to former mental patients ready for employment.

WHAT A MENTALLY RETARDED WORKER CAN DO. Relates how mentally retarded perform many jobs as well as persons of normal intelligence.

Miscellaneous

ANNUAL NATIONAL "ABILITY COUNTS" CONTEST RULES.

AWARDS PROGRAM AT A GLANCE. Describes briefly the awards program of the President's Committee.

EMPLOYMENT OF THE HANDICAPPED: An Insurance Crusade.

EVERYBODY PROFITS . . . When Retailers Hire the Handicapped.

HIRING HANDICAPPED PEOPLE. A National Association of Manufacturers (NAM) campaign to increase industrial employment of the physically impaired man or woman.

HIRING THE HANDICAPPED: Facts & Myths.

TIPS FOR HANDICAPPED JOB SEEKERS.

POSTERS

Plain and/or Easel-Back From Previous Years—14 by 18 Inches

It's Good Business (1954).

Hire the Handicapped, Says Joe Palooka (1957).

Jobs for the Handicapped—Passports to Dignity (1959).

Equal Opportunity (1960).

Able Worker (1961).

Yes! We Hire the Handicapped (1962).

For Ability, Hire the Handicapped (1963).

Ability Calling—Hire the Handicapped (1964).

It's Ability That Counts—Not Disability. Hire the Handicapped (1965).

It's Ability That Counts—Not Disability. Hire the Handicapped (1966).

Ability Counts—Hire the Handicapped (1967).

Hire the Handicapped (1968).

BANNER

64 Inches by 11 ¾ Inches

Hire the Handicapped—It's Good Business.

Available Films

For those interested in showing any of the films listed, we suggest you make your request direct to Governors' Committees or the President's Committee, or other organizations indicated.

AMERICA'S UNTAPPED ASSET. 13½ minutes. Produced by Bankers Life & Casualty Co.

Available from Governors' Committees, State Vocational Rehabilitation and State Employment Service offices.

BIGGEST BRIDGE IN ACTION. 29 minutes. Produced by Mutual of Omaha.

Available from Governors' Committees or the President's Committee.¹

EMPLOYEES ONLY. 13½ minutes. Produced by Hughes Aircraft Co. Available from Governors' Committees.²

THE FIRE WITHIN. 23 minutes. Color. Narrated by Joan Fontaine. A heart-warming film on an Arts and Crafts Exhibit by the handicapped, and some of the people who made it possible. Available from Governors' Committees.

OPPORTUNITIES UNLIMITED. 15 minutes. Produced by the National Association of Manufacturers. Available from the President's Committee.

A PLACE FOR COURAGE. 13½ minutes. Produced by Liberty Mutual Insurance Co. Available from Governors' Committees or from Liberty Mutual, 175 Berkeley St., Boston, Mass. 02116.

PROUD AND TALL. 14 minutes. Color and black and white. Produced by Employers Mutuals of Wausau. Available from the President's Committee.

SCENES TO REMEMBER. 10 minutes. Produced by Warner Brothers in cooperation with the motion picture industry and unions. Dramatic scenes from Hollywood films dealing with the handicapped, narrated by Angie Dickinson. Available from Governors' Committees.

THEY HAVE WHAT IT TAKES. 13½ minutes. Produced by the AFL-CIO. How selective placement techniques can place the handicapped on the right jobs. Available from the President's Committee.

WHO'S HANDICAPPED? 22 minutes. Produced by the U.S. Air Force. Available from Civilian Personnel Offices of Air Force bases.

WYNONA COMES TO WASHINGTON. 13½ minutes, 16 mm. Produced by Veterans Administration. Two unforgettable days in the life of Idaho teenager,

¹ Ranks among the most popular films distributed to TV by Modern Talking Picture Service in 1961.

² Nominated for Hollywood Oscar, 1960.

Wynona Laughlin, a past national winner, President's Committee's Annual Survey Contest. Available from the President's Committee.

In addition, two 20-minute films of past expositions on employment of the handicapped are available from the President's Committee. Show exhibits, ceremonies, etc.

Other Films and Sources

THE HOPE AND THE PROMISE. 26 minutes. Color. Produced by the National Rehabilitation Association. Available from State vocational rehabilitation agencies and most of the NRA chapters. Film is a humanistic interpretation of the meaning of rehabilitation from the point of view of three disabled persons.

MIND'S EYE. 28 minutes. Color. Produced by Veterans Administration and Blinded Veterans Association. Available from VA Information Service.

SELLING ONE GUY NAMED LARRY. 17 minutes. Produced by National Association for Retarded Children. A concise, dramatic presentation of people at work. People very much like you and me—with one difference: They are mentally retarded. Available from NARC, 420 Lexington Ave., New York, N.Y. 10017, on a rental basis.

SHEER DETERMINATION. 22 minutes. Produced by Association of Handicapped Artists. Depicts the job and personal satisfaction of handicapped artists in overcoming their affliction through painting beautiful pictures with the brush held between the teeth or the toes. Available from Association of Handicapped Artists, Inc., 1735 Rand Building, Buffalo, N.Y. 14203.

SOUND THE TRUMPETS. 22 minutes. Color. Produced by the Minnesota Society for Crippled Children and Adults. A fine film on architectural barriers. Available from The Minnesota Society for Crippled Children and Adults, 2004 Lyndale Avenue South, Minneapolis, Minn. 55405.

TO LIVE AGAIN. 28½ minutes. Color or black and white. Produced by Rehabilitation Services Administration, Department of Health, Education, and Welfare. Tells of the progress in vocational rehabilitation over the past 15 years. Available from Rehabilitation Services Administration, Information Office, HEW, Washington, D.C. 20201.

THE WORLD, THE FLESH, AND JIMMY JONES. 13 minutes. Available from United Cerebral Palsy Associations, Inc., 321 West 44th St., New York, N.Y. 10036

Other films on employment and rehabilitation are available from:

Rehabilitation Services Administration, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Veterans Administration, Washington, D.C. 20420.

State Bureaus of Employment Security.

State Divisions of Vocational Rehabilitation.

State Agencies for the Blind.

**International Society for Rehabilitation of the Disabled, 219 East 44th
St., New York, N.Y. 10017.**

**National Society for Crippled Children & Adults, 2023 West Ogden Ave.,
Chicago, Ill. 60612.**

**Goodwill Industries of America, Inc., 9200 Wisconsin Ave., N.W., Wash-
ington, D.C. 20014.**

Available Exhibits

We have a limited number of exhibits. National meetings will have first priority. State meetings and those of Governors' Committees will have second priority. Community committees will have third priority.

ARCHITECTURAL BARRIERS. Display space 9½ feet wide, 4 feet deep, 7½ feet high. Stands on own legs and needs table to display material. Comes in three cases weighing 640 pounds packed.

BREAKING THE BARRIERS. Display space 7 feet wide. Can rest on a table or stand on own legs. (When ordering, indicate which version you prefer.) Height without legs 4 feet, with legs 7 feet. Exhibit consists of colored photographs. One case. Less than 100 pounds.

MANPOWER EXHIBIT. Display space 8 feet long, 3½ feet deep, 7½ feet high. Stands on own legs and has a shelf to display materials. Two cases weigh 455 pounds packed.

MEDICAL CRITERIA FOR EMPLOYMENT OF THE HANDICAPPED. Display space 18 feet wide, 3 feet deep, 7½ feet high. Stands on own legs and has shelf to display materials. Two cases weigh 810 pounds packed.

MEMBERS EXHIBIT. Display space expands from 10 to 15 feet wide, 16 inches deep, 7 feet high. Stands on own legs and has shelf to display materials. Two cases weigh 505 pounds packed.

STATUE OF LIBERTY. Display space 10 feet wide, 3 feet deep, and 8 feet high. Stands on own legs but needs table for materials. One case weighs 315 pounds packed.

THIS IS ALL WE ASK . . . A CHANCE TO TRY. A 9-minute filmstrip narrated by Ed Walker, a blind announcer employed by WRC radio, Washington, D.C. Show employees at work for firms that successfully employ the handicapped. Ideal exhibit for banks, fairs, airports, stores, and other busy places. The filmstrip is shown on a salesmate projector machine. Several machines, already loaded with filmstrip, are available on loan from the President's Committee.

Billboard Backdrops

Also available are billboard backdrops mounted on cloth. All are 20 feet wide, 9 feet high, and come in a case weighing 30 pounds packed:

Able Worker
Build a Better America

For Ability—Hire the Handicapped
Hire the Handicapped, I Know It's Good Business
Jobs for the Handicapped, Passports to Dignity
Memo Pad, It's Good Business To Hire the Handicapped
Mr. Employer—You *Need* Able Workers

Many Other Exhibits Available

In addition to the exhibits listed above, many other exhibits are available from schools for the blind, Veterans Administration offices, schools for the deaf or hard of hearing, State vocational rehabilitation agencies, State employment security offices, health and welfare agencies, Goodwill Industries, and State and municipal Committees on Employment of the Handicapped.

Shipping

If you request one of the President's Committee's exhibits, we will pay the shipping costs to and from destination.

For Further Information

Contact the President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

PARTNERS IN ACTION

The President's Committee on Employment of the Handicapped

Chairman: Harold Russell

Vice Chairman: Gordon M. Freeman

Vice Chairman: Leonard W. Mayo

Vice Chairman: Victor Riesel

Vice Chairman: Mrs. Jayne Baker Spain

The Governors' Committees of the States

The Associate Members

The Secretaries of State, Treasury, Defense, Interior, Agriculture, Commerce, Labor, Health, Education, and Welfare, Housing and Urban Development, and Transportation; the Attorney General, the Postmaster General, the Administrator of Veterans Affairs, the Chairman of the U.S. Civil Service Commission, the Director of the Office of Emergency Planning, and the Administrator of the General Services Administration.

Cooperating Federal and State Agencies

The Department of Agriculture.

The Department of Commerce.

The Bureau of Employment Security, U.S. Department of Labor, and cooperating State Employment Security Agencies, including State Employment Services and the Veterans' Employment Service; the Bureau of Labor Standards, the Bureau of Veterans' Reemployment Rights, and the Wage and Hour and Public Contracts Divisions, U.S. Department of Labor.

The Rehabilitation Services Administration, U.S. Department of Health, Education, and Welfare, and cooperating State Divisions of Vocational Rehabilitation and Agencies for the Blind; and the Social Security Administration, U.S. Department of Health, Education, and Welfare.

The Veterans Administration.

The U.S. Civil Service Commission.

The Departments of Army, Navy, and Air Force; U.S. Marine Corps.